



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

15150 West Mondell Road, Surprise, AZ 85374

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Paul Tighe
Schedule : 8:00 AM to 4:30 PM
Grades : K-8
2004 Enrollment : 1043
Web Address : www.dysart.org
Phone Number : (623) 876-7600
Fax Number : (623) 876-7605
E-mail : ptighe@dysart.org

Mission

Kingswood Elementary School follows the Effective Schools model and embraces the Kids At Hope philosophy in its mission: LEARNING FOR ALL NO EXCEPTIONS, NO EXCUSES.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The Kingswood Elementary School community will increase student achievement through the implementation of the Effective Schools model for school improvement.
- ü The Kingswood staff will receive training in effective writing strategies and will utilize the Six Trait Writing Model to improve student writing abilities.

Enrollment

October 1, 2003 School Year Student Enrollment : 1013
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 60

Instructional Programs

- ü Zoo Phonics and 4 Blocks Literacy
- ü Hands-on Math
- ü Inclusionary Special Education Program
- ü Accelerated Reader Program
- ü 6 Traits Writing
- ü Kagan Cooperative Strategies

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/9/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

We feel that parents are essential to the learning process of our students and that education is a partnership between home and school. We encourage parents to be active participants in our classrooms as well as co-teachers of their children at home.

Parents

We expect parents to maintain close contact throughout the school year. We expect parents to be involved with their child's education and to support the programs and policies of the school at all times. Working together, we can make a difference!

Transportation Policy

Kindergarten students residing more than one-half mile from the school and students in grades 1-8 residing more than one mile from the school are eligible for bus transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Artist-in-Residence Grant Recipient, 1992-2001	2001
ü ASPRA Award for Mock Incident Drill w/Surprise Police	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1073	75509	99	99	100	484	499	521	33	21	13	26	30	23	29	33	33	12	17	31
All Students (Prior Year)	100	911	75372	100	100	100	505	497	523	16	19	9	34	35	25	23	31	36	27	15	30
Female	47	493	37013	94	99	100	490	501	522	34	21	12	22	29	24	24	29	33	20	20	31
Male	55	580	38430	100	99	99	480	497	521	32	21	14	30	30	22	32	35	33	6	14	31
African American	12	95	3660	100	99	99	459	484	496	33	28	24	58	36	31	8	23	28	0	13	18
Hispanic	36	438	30486	97	98	99	466	486	505	52	27	18	12	35	29	28	27	32	8	11	21
Asian/Pacific Islander	NC	24	1780	NC	100	98	NC	518	549	NC	5	5	NC	27	13	NC	45	33	NC	23	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	51	502	35192	100	99	99	496	507	534	25	17	8	27	26	19	29	37	35	18	20	39
Students with Disabilities	21	149	9708	100	100	100	420	460	489	89	54	32	11	23	27	0	18	24	0	5	17
Students without Disabilities	81	924	65801	96	98	98	501	503	525	18	18	11	31	30	23	36	34	34	15	18	33
Limited English Proficient Students	11	169	16928	100	100	100	NA	421	485	NA	100	29	NA	0	33	NA	0	26	NA	0	12
Migrant Students	--	18	750				--	494	499	--	0	21	--	50	29	--	50	30	--	0	20
Economically Disadvantaged	62	576	36411				468	488	503	45	27	19	25	32	29	22	29	32	8	12	20
Non-Economically Disadvantaged	40	497	39040				505	508	534	18	15	8	28	27	19	38	36	34	18	21	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1073	75492	100	99	100	499	509	519	34	17	12	12	19	16	35	46	47	20	18	24
All Students (Prior Year)	100	899	75221	100	100	100	515	507	523	14	17	8	19	23	16	53	50	56	13	10	21
Female	49	495	37014	98	100	100	503	513	523	30	15	10	16	19	15	28	44	48	26	23	27
Male	54	578	38400	100	99	99	496	506	516	37	20	14	8	20	17	41	47	47	14	14	21
African American	12	95	3665	100	99	99	492	500	505	42	21	20	8	27	22	42	43	43	8	9	14
Hispanic	37	437	30438	100	98	99	484	500	508	50	25	17	8	20	21	27	43	47	15	12	15
Asian/Pacific Islander	NC	24	1773	NC	100	98	NC	530	534	NC	5	4	NC	9	10	NC	55	50	NC	32	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	51	503	35177	100	99	99	507	515	528	25	14	8	16	18	13	35	47	49	24	22	31
Students with Disabilities	21	150	9707	100	100	100	450	471	495	89	56	33	5	17	21	5	23	33	0	4	13
Students without Disabilities	82	923	65785	98	98	98	512	514	522	19	13	10	14	20	16	42	48	49	25	20	26
Limited English Proficient Students	11	169	16905	100	100	100	NA	438	489	NA	100	34	NA	0	28	NA	0	32	NA	0	6
Migrant Students	--	19	763				--	518	499	--	0	21	--	67	30	--	0	40	--	33	8
Economically Disadvantaged	62	578	36302				488	500	507	47	26	18	8	21	21	31	41	46	14	13	14
Non-Economically Disadvantaged	41	495	39164				513	517	528	17	10	8	17	18	13	39	50	48	27	22	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	1062	75053	98	98	99	553	574	597	16	10	7	14	12	12	66	72	72	3	6	9
All Students (Prior Year)	98	863	73654	100	96	99	509	512	530	21	18	9	15	21	13	64	59	70	0	2	7
Female	47	492	36872	94	99	99	581	601	621	12	7	5	10	8	9	73	76	74	5	8	12
Male	54	570	38109	100	97	99	531	551	573	20	12	10	18	15	14	60	68	69	2	4	6
African American	12	95	3636	100	99	99	514	561	568	8	12	12	33	18	16	58	65	67	0	5	6
Hispanic	35	433	30235	95	97	98	511	555	575	32	13	9	12	14	14	56	69	70	0	4	6
Asian/Pacific Islander	NC	24	1768	NC	100	98	NC	582	651	NC	5	3	NC	5	5	NC	86	72	NC	5	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	51	496	35028	100	98	99	580	586	613	12	8	6	10	10	10	73	75	73	6	6	11
Students with Disabilities	21	149	9625	100	100	100	413	476	530	53	32	21	26	24	21	21	44	55	0	0	4
Students without Disabilities	80	913	65428	95	97	98	590	586	604	7	7	6	11	11	11	78	76	73	4	7	10
Limited English Proficient Students	10	164	16765	100	100	100	NA	374	525	NA	100	17	NA	0	20	NA	0	60	NA	0	2
Migrant Students	--	18	752				--	583	562	--	0	9	--	0	18	--	100	68	--	0	5
Economically Disadvantaged	60	569	36077				508	551	566	26	13	10	20	15	16	52	66	69	2	5	5
Non-Economically Disadvantaged	41	493	38950				608	594	618	5	7	5	7	9	9	83	77	73	5	6	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	939	76019	96	100	100	489	479	499	13	22	14	49	43	39	15	13	14	24	21	33
All Students (Prior Year)	110	855	76230	100	100	100	472	470	498	23	26	12	54	47	38	8	11	12	15	17	37
Female	57	452	37207	95	98	100	479	480	499	17	20	12	52	46	41	13	14	14	19	20	33
Male	50	481	38677	96	100	100	501	479	498	8	24	15	45	41	38	18	12	13	30	23	34
African American	10	92	3817	91	97	100	459	468	475	33	22	23	33	52	47	22	13	11	11	13	18
Hispanic	41	379	29458	98	98	100	474	462	480	15	34	20	56	45	48	15	9	12	15	13	20
Asian/Pacific Islander	NC	24	1673	NC	96	99	NC	498	531	NC	5	4	NC	55	29	NC	9	14	NC	32	53
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	497	466	NC	13	28	NC	44	49	NC	6	10	NC	38	13
White	52	418	35880	95	100	100	500	493	515	8	15	7	50	39	32	15	17	16	27	28	45
Students with Disabilities	16	115	9786	80	100	100	442	436	457	0	54	39	100	35	40	0	7	7	0	4	13
Students without Disabilities	91	824	66233	99	99	99	490	482	503	13	20	11	48	44	39	15	14	14	24	23	35
Limited English Proficient Students	12	143	15206	86	100	100	454	430	459	0	57	31	100	40	53	0	3	7	0	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	56	499	35714				474	467	480	17	31	20	59	44	47	12	9	12	12	15	20
Non-Economically Disadvantaged	51	440	40266				503	491	513	9	14	9	40	42	33	17	17	15	34	27	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	941	76020	97	100	100	504	498	503	26	33	25	20	21	23	43	38	40	11	7	12
All Students (Prior Year)	111	847	76202	100	100	100	502	499	505	19	28	19	27	28	24	45	37	46	9	7	11
Female	57	453	37213	95	98	100	501	499	504	24	27	22	22	22	23	45	44	42	10	8	13
Male	52	482	38666	100	100	100	507	497	501	30	38	29	18	21	22	41	34	38	11	7	12
African American	10	92	3819	91	97	100	494	492	494	40	39	37	20	24	26	30	34	31	10	2	6
Hispanic	41	379	29442	98	98	99	492	491	494	37	45	37	23	22	26	40	28	31	0	4	6
Asian/Pacific Islander	NC	24	1672	NC	96	99	NC	502	513	NC	18	12	NC	45	19	NC	23	49	NC	14	20
American Indian/Alaskan Native	NC	17	4735	NC	100	100	NC	499	489	NC	19	48	NC	38	25	NC	44	24	NC	0	3
White	54	420	35890	98	100	100	512	505	511	20	23	15	18	18	20	47	48	48	16	11	18
Students with Disabilities	18	118	9784	90	100	100	469	476	485	88	72	58	13	12	19	0	15	19	0	0	4
Students without Disabilities	91	823	66236	99	98	99	507	500	504	21	29	23	21	22	23	47	40	42	11	8	13
Limited English Proficient Students	12	144	15198	86	100	100	470	476	483	100	79	59	0	18	25	0	3	14	0	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	56	499	35703				494	493	494	39	42	37	23	22	26	34	30	31	5	6	6
Non-Economically Disadvantaged	53	442	40274				513	503	509	16	24	17	18	21	20	51	46	47	16	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	936	75673	96	99	100	537	508	530	5	15	12	24	32	25	68	50	58	2	3	4
All Students (Prior Year)	109	812	74692	100	100	99	482	482	502	26	29	18	40	32	27	32	36	47	2	3	8
Female	57	451	37099	95	98	100	550	525	548	4	9	8	20	32	22	74	55	64	2	4	6
Male	51	479	38441	98	100	99	520	493	513	7	20	16	29	33	29	61	46	52	2	1	3
African American	10	92	3791	91	97	99	557	509	506	0	12	18	22	31	29	67	56	50	11	1	3
Hispanic	41	377	29305	98	98	99	524	491	507	3	17	16	28	39	31	69	43	51	0	1	2
Asian/Pacific Islander	NC	24	1665	NC	96	99	NC	518	573	NC	18	6	NC	14	16	NC	68	67	NC	0	10
American Indian/Alaskan Native	NC	17	4707	NC	100	100	NC	550	492	NC	13	19	NC	27	33	NC	40	46	NC	20	1
White	53	418	35760	96	100	99	539	520	550	8	14	9	24	29	21	65	54	64	2	4	6
Students with Disabilities	17	117	9706	85	100	100	421	447	462	50	38	36	50	34	32	0	28	31	0	0	1
Students without Disabilities	91	819	65967	99	98	99	542	513	536	3	13	10	23	32	25	71	52	60	2	3	5
Limited English Proficient Students	12	144	15115	86	100	100	453	446	471	50	41	26	0	40	38	50	19	35	0	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	56	497	35541				522	499	504	10	18	17	21	33	31	69	48	50	0	1	2
Non-Economically Disadvantaged	52	439	40091				549	518	550	2	12	9	27	31	21	67	52	64	4	4	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	833	75001	96	100	99	450	449	468	45	50	37	44	36	36	6	11	16	5	3	10
All Students (Prior Year)	91	651	71167	99	99	99	446	441	463	53	57	38	40	34	41	7	8	14	0	1	7
Female	42	410	36846	93	99	99	463	451	468	33	47	36	53	38	38	6	11	16	8	3	10
Male	62	419	37974	98	99	99	441	447	467	54	53	39	38	33	34	6	11	16	2	3	11
African American	NC	76	3720	NC	96	98	NC	439	446	NC	61	53	NC	28	33	NC	8	9	NC	3	4
Hispanic	37	356	26675	95	97	98	443	440	448	60	58	52	27	33	34	10	6	10	3	2	4
Asian/Pacific Islander	NC	15	1575	NC	100	99	NC	487	504	NC	17	18	NC	33	33	NC	33	20	NC	17	29
American Indian/Alaskan Native	--	12	4731	--	100	98	--	438	438	--	67	61	--	17	30	--	8	7	--	8	2
White	55	363	37785	96	99	99	454	459	482	38	42	25	54	40	39	2	15	21	6	4	15
Students with Disabilities	16	111	8802	100	100	100	408	405	418	100	87	79	0	11	16	0	2	3	0	0	1
Students without Disabilities	88	722	66199	94	97	99	451	452	472	44	47	34	45	38	38	6	11	17	5	3	11
Limited English Proficient Students	12	131	11710	86	100	100	432	421	429	70	80	70	30	18	25	0	1	4	0	0	1
Migrant Students	--	NC	709				--	NC	442	--	NC	57	--	NC	34	--	NC	7	--	NC	2
Economically Disadvantaged	52	440	29814				441	438	448	54	60	53	36	31	33	8	8	10	3	1	4
Non-Economically Disadvantaged	52	393	45170				457	460	479	39	41	28	51	41	38	4	13	20	6	5	14

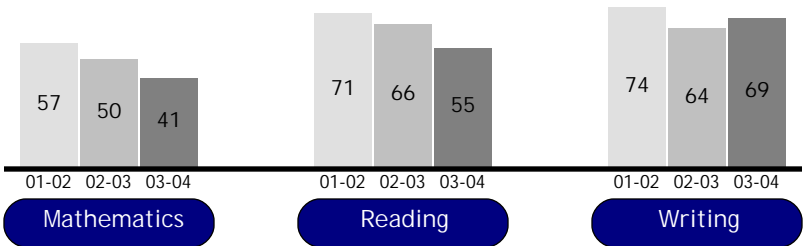
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	831	74918	96	99	99	493	487	497	36	38	32	18	19	19	32	33	35	14	10	15
All Students (Prior Year)	91	648	71100	99	99	99	493	487	502	25	35	25	30	26	21	38	33	40	8	7	15
Female	43	412	36805	96	100	99	510	493	501	25	34	28	17	19	19	31	37	37	28	10	16
Male	61	416	37936	97	98	99	482	482	493	43	42	35	20	20	18	33	30	33	4	9	14
African American	NC	76	3719	NC	96	98	NC	482	481	NC	38	43	NC	20	21	NC	37	29	NC	6	7
Hispanic	38	354	26645	97	97	98	479	474	478	47	49	46	17	22	20	23	25	27	13	4	6
Asian/Pacific Islander	NC	15	1571	NC	100	99	NC	506	521	NC	17	18	NC	17	15	NC	58	38	NC	4	30
American Indian/Alaskan Native	--	12	4729	--	100	98	--	480	468	--	50	57	--	8	19	--	33	19	--	8	4
White	54	363	37773	95	99	99	504	500	511	30	28	20	19	18	18	34	40	41	17	15	21
Students with Disabilities	16	111	8801	100	100	100	441	435	448	50	77	75	0	11	13	50	12	10	0	0	2
Students without Disabilities	88	720	66117	94	97	99	495	492	501	35	34	28	19	20	19	32	35	37	14	10	16
Limited English Proficient Students	13	131	11706	93	100	100	453	447	454	70	76	71	10	18	16	20	5	12	0	0	1
Migrant Students	--	NC	706				--	NC	467	--	NC	55	--	NC	22	--	NC	20	--	NC	4
Economically Disadvantaged	52	439	29785				483	474	477	50	49	47	21	22	20	18	25	26	11	4	6
Non-Economically Disadvantaged	52	392	45115				502	501	508	24	26	23	16	16	18	43	42	39	16	15	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	828	74503	97	99	99	494	486	491	7	9	9	36	33	32	48	52	51	9	6	8
All Students (Prior Year)	92	630	69001	100	96	96	479	473	490	20	28	17	48	44	37	32	28	45	0	0	1
Female	43	409	36686	96	99	99	523	507	506	3	5	5	22	24	29	64	63	57	11	7	9
Male	62	415	37644	98	98	98	474	465	476	10	14	13	46	42	36	37	41	45	8	4	6
African American	NC	76	3677	NC	96	97	NC	490	475	NC	10	12	NC	30	36	NC	55	46	NC	6	5
Hispanic	38	351	26500	97	96	97	464	468	467	10	13	13	50	39	39	37	44	44	3	4	4
Asian/Pacific Islander	NC	15	1566	NC	100	99	NC	512	537	NC	0	5	NC	25	23	NC	67	55	NC	8	18
American Indian/Alaskan Native	--	12	4695	--	100	97	--	470	464	--	8	14	--	42	39	--	42	44	--	8	3
White	55	363	37606	96	99	99	504	501	508	4	6	6	29	28	28	58	60	56	8	7	10
Students with Disabilities	16	111	8662	100	100	100	362	393	409	50	41	37	50	44	42	0	15	20	0	0	1
Students without Disabilities	89	717	65841	95	97	98	497	494	499	6	7	7	36	32	32	49	55	53	9	6	8
Limited English Proficient Students	13	130	11608	93	100	100	434	414	430	20	31	23	50	48	47	30	21	28	0	0	1
Migrant Students	--	NC	701				--	NC	449	--	NC	17	--	NC	43	--	NC	38	--	NC	1
Economically Disadvantaged	53	439	29587				478	467	465	10	13	14	38	38	40	46	45	43	5	3	4
Non-Economically Disadvantaged	52	389	44898				507	506	507	4	6	7	35	27	28	49	59	55	12	8	10

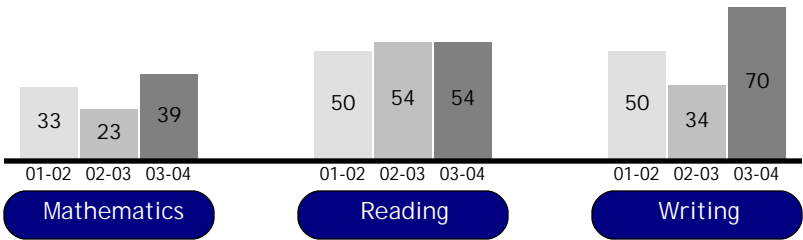
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

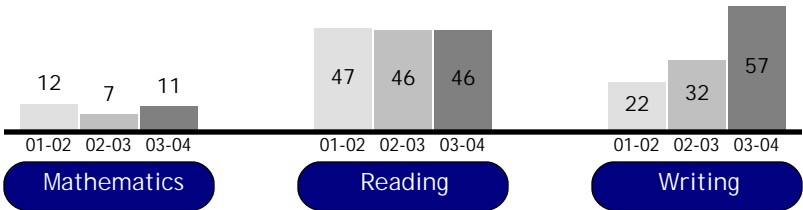
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	34	32	44	92	39	42	50	98	36	NA	58
	Language	95	24	27	39	99	26	33	43	99	30	35	50
	Mathematics	96	43	40	52	99	31	37	57	100	35	44	64
3	Reading	88	63	38	43	100	36	35	47	98	40	NA	55
	Language	89	71	47	50	100	41	42	54	98	44	50	61
	Mathematics	89	64	42	50	100	33	39	54	99	32	47	61
4	Reading	94	49	36	47	96	48	43	52	90	50	NA	56
	Language	94	43	37	45	99	47	42	48	94	44	41	52
	Mathematics	94	44	41	52	98	48	46	57	94	53	47	61
5	Reading	93	41	36	46	90	47	40	50	95	56	NA	55
	Language	91	36	33	43	98	37	34	46	100	48	39	49
	Mathematics	92	40	46	54	98	49	43	57	100	58	49	63
6	Reading	94	42	40	49	99	47	40	53	100	42	NA	56
	Language	92	34	32	42	97	42	34	45	100	43	36	48
	Mathematics	95	45	48	58	98	52	47	62	99	47	52	66
7	Reading	98	45	35	48	98	42	42	51	98	49	NA	54
	Language	95	44	35	51	98	51	47	54	97	53	44	58
	Mathematics	99	44	40	54	97	46	45	58	99	50	46	62
8	Reading	98	46	36	49	98	42	41	53	100	47	NA	55
	Language	97	39	33	46	98	36	35	49	100	37	40	52
	Mathematics	100	45	40	54	99	42	42	58	100	46	48	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Curriculum
- Ü Positive Incentives
- Ü School Uniforms
- Ü School Improvement
- Ü Parent Involvement

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	47.30
Other Professional Staff	1.40	Teacher Aide	9.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	3	0	0
4 to 6 years	5	2	0	0
7 to 9 years	0	0	0	0
10 or more years	1	14	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	43
Core academic classes taught by Highly Qualified (NCLB) teachers.	123
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs
- Ü Library
- Ü Outdoor Amphitheater
- Ü Gymnasium Under Construction

Extracurricular Activities

- Ü Student Council
- Ü Extracurricular Sports
- Ü Conflict Managers/Peer Mediators
- Ü Tutoring
- Ü Chorus
- Ü Band
- Ü Mad Science

Social Services

- Ü School Resource Officer
- Ü Before/After School Day Care
- Ü Coca Cola Valued Youth Program
- Ü Clinician from SWBHS
- Ü Fire Pal
- Ü Kids At Hope

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Received a 'PERFORMING' Achievement Profile from the Arizona Department of Education, recognizing our growth in student performance.
- ü Implemented a Conflict Management/Peer Mediation program. Trained students in mediation and had them help resolve conflicts using non-violent techniques, creating a safer school environment.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	1	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	56	48
Grades 3-4	54	72
Grades 4-5	64	70
Grades 5-6	67	59
Grades 6-7	58	55
Grades 7-8	62	62

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We believe in a safe and orderly environment. We work with Surprise Fire and Police Departments in preventative school safety issues, such as having a full-time School Resource Officer and Fire Pals. We have a strong Peer Mediation program.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kay Edwards	(623) 876-7600
Transportation Policy	Vern Wolfley	(623) 876-7052
Community Resources	Paul Tighe	(623) 876-7600
School Nutrition Programs	Diana Montgomery	(623) 876-7623
Parent Organization	Tauna Lohrmann	(623) 876-7600
Student Health/Nurse	Julie Aiton	(623) 876-7604

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.